



# Ongoing Progress with MISIC Special Projects—

## Physical Education, Art, and Music

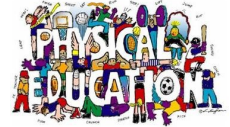


As of January 2016

<b>Physical Education</b>	<b>Art</b>	<b>Music</b>
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Number of Instructors Involved		
Physical Education	Art	Music
<b>10</b>	<b>14</b>	<b>20</b>



### Outcomes for October and March Curriculum Days and Beyond ...

#### Current Reality to the Desired State!

- ◆ Understand the conceptual framework of the National Core Arts Standards (Art and Music) and Shape America (Physical Education) and how the standards are organized with the new websites, etc.

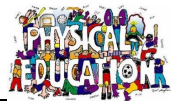
**Progress For Art/Music:** We worked through many exploration processes to be sure our team members understood the **National Core Arts Standards** conceptual framework for art and music and how the grade-level benchmarks were aligned with the standards. See the framework below:

Artistic Processes	Creating	Performing/Presenting/ Producing	Responding	Connecting
<i>The anchor standards are then focused around the four basic areas.</i>				
Anchor Standards	Creating Anchor Standards #1 - #3	Performing/Presenting/ Producing Anchor Standards #4 - #6	Responding Anchor Standards #7 - #9	Connecting Anchor Standards #10 - #11
<i>The four basic areas are then broken down into other categories.</i>				
Process Components	<b>Creating</b> Imagine Play and Make Evaluate and Refine Present	<b>Performing/Presenting/ Producing</b> Select Analyze Interpret Rehearse/Evaluate/Refine Present	<b>Responding</b> Select Analyze Interpret Evaluate	<b>Connecting</b> Connect Anchor Standards #10 and #11

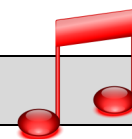
**Progress for PE:** We worked through the document entitled **“Shape America—Society of Health and Physical Educators, Grade-Level Outcomes for K-12 Physical Education.”** The goal of physical education is to develop literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

As we worked through the grade-level outcomes for the five standards, we immediately noticed the large number of grade-level outcomes at the K-5 level with fewer at the 6-8 level and fewer at the 9-12 level. Many foundation skills are needed at the K-5 level to begin the learning continuum of the skills and knowledge.

# Ongoing Progress with MISIC Special Projects: Physical Education, Art, and Music



As of January 2016



Physical Education

Art

Music



## ◆ Understand the historical view of the standards work in the three areas

**Progress:** See the attached form that compares the MISIC Content Standards, the State of Iowa Work for Music and Visual Arts, and the New National Content Standards. We worked through this chart in detail so we understood what has been, what is now, and what is going to be ....

## ◆ Determine similarities and differences between the current MISIC Standards (Previous Standards) and the new Shape America PE Standards and National Core Arts Standards (Music and Art) and the Iowa Companion (Music and Art)

**Few Highlights of the Progress with PE Conversations:** SHAPE AMERICA includes more skill sequence and progression, includes differentiated instruction strategies, and includes more social-emotional well being. The content is quite similar but formatted so much easier to read and use. SHAPE America has broken down specific skills more/more breakdown of knowledge and skills. SHAPE America is more focused on competencies and knowledge than performance.

**Few Highlights of the Progress with Art Conversations:** The standards have gone from vague to more specific. The standards are both oriented around thought processes involved in the art classroom. The wording in Iowa Core Companion and New Arts Standards is more compact and open ended. The new standards provide a framework for teachers to write relevant lessons. There is an assessment model for both the National Core Arts Standards and the Iowa Companion. Universal Constructs outlined in the Iowa Companion are components to all standards. New standards have a focus on technology and collaboration. More emphasis on artistic processes, exploration, and creative thinking in the new standards.

**Few Highlights of the Progress with Music Conversations:** The Iowa Companion was written for general audiences to explain how fine arts teachers align instructions to the universal constructs (i.e. other subjects that are not music) The New Standards were written specifically for music educators to deliver high-quality MUSIC education. The new standards are very concrete as compared to the past standards which were more vague and generic. All new standards have the overarching artistic processes and then get divided by anchors, content, and grade levels. With the new standards, there are examples are content specific—concepts are better defined and easier to design assessments.

## ◆ Work collaboratively on line/face to face to continue to refine our work started today and to create the “I Can” Statements (for parents & students) for each grade-level/grade-interval standard

**Progress:** The updated document with the new standards/indicators was sent to all the involved teachers in December on a Google Doc (from the work they did in October). The teachers are now working on the “I Can” Statements. The teams will then come back at the March meeting and continue to refine the “I Can” statements so there is consensus among team members.

## ◆ Determine next steps for publicity, training, Phase II of this project, etc.

**Progress:** *The “next steps” will be a major part of the March agenda.*

- ◆ What is the best document that we can share with our colleagues? What will it look like?
- ◆ What kind of publicity is necessary for the visual arts teachers?
- ◆ If your colleagues not here with us were to receive this document, what would they need? What would be needed for them to get on board? Do webinars need to be created and then distributed? What professional development would be needed?
- ◆ What would Phase II look like for this project? Other Questions That Need Answers . . .

# Working With PE, Music, and Visual Arts Standards

*(As of September 2015)*

	<b>MUSIC</b>	<b>ART</b>	<b>PHYSICAL EDUCATION</b>
<p><b>MUSIC</b> Content Standards Work</p>	<p style="text-align: center;"><b>General Music, Jazz, Choral Performance, &amp; Instrumental Music</b> K-12</p> <p style="text-align: center;">These were based on the National Standards for Arts Education published by the Music Education National Conference in 1994</p> <p style="text-align: center;">Year: February 2010</p>	<p style="text-align: center;"><b>Art Visual Arts</b> K-12</p> <p style="text-align: center;">These were based on the National Standards for Arts Education published by the Music Education National Conference in 1994</p> <p style="text-align: center;">Year: 2010</p>	<p style="text-align: center;"><b>Physical Education and Wellness</b> K-12</p> <p style="text-align: center;">These were based on publication entitled "Moving Into the Future, National Standards for PE" published by National Association for Sport and Physical Education in 2004.</p> <p style="text-align: center;">Year: March 2011</p>
<p><b>State of Iowa</b> Iowa Core Universal Constructs Companion Standards Work</p>	<p style="text-align: center;"><b>K-8 General Music</b> <b>5-12 Instrumental Music</b> <b>5-12 Vocal Music</b></p> <p style="text-align: center;">Iowa Arts Standards -- Originally issued May 2013 and then updated versions linked January 2014.</p> <p style="text-align: center;"><b>Iowa Core Companion (K-12) Documents for Fine Arts Alignment with the Iowa Core Universal Constructs (2014)</b></p> <p style="text-align: center;">General Music (K-8) Iowa Core Companion</p> <p style="text-align: center;">Instrumental/Vocal Music (5-12) Iowa Core Companion</p>	<p style="text-align: center;"><b>Visual Arts</b></p> <p style="text-align: center;">Iowa Arts Standards -- Originally issued May 2013 and then updated version linked in January 2014</p> <p style="text-align: center;"><b>Iowa Core Companion (K-12) Documents for Fine Arts Alignment with the Iowa Core Universal Constructs (2014)</b></p>	<p style="text-align: center;"><b>None</b></p>
<p><b>National</b> Content Standards Work</p>	<p style="text-align: center;"><b>National Core Arts Standards – Music</b></p> <p style="text-align: center;">Year: 2014</p> <p style="text-align: center;">The Next Generation Arts Standards (Performance) now called the National Core Arts Standards (June 2014 Release)</p>	<p style="text-align: center;"><b>Art National Standards (Updated the 1994 National Standards)</b></p> <p style="text-align: center;">Year: 2014</p> <p style="text-align: center;">The Next Generation Arts Standards (Performance) now called the National Core Arts Standards (June 2014 Release)</p>	<p style="text-align: center;"><b>National PE Standards (Rewritten)</b> <b>Shape America</b></p> <p style="text-align: center;">Year: 2013</p>